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CLUSTER BRIEF

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FOODSERVICE

November 1984

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FOODSERVICE VOCATIONAL CLUSTER PROGRAM
MINIMUM APPROVAL CRITERIA

The following information is for use by district-level curriculum planners, teachers, regional coordinators or Department staff involved with new program development or revisions of existing programs. For more information about instructional content, see Foodservice Occupational Cluster Guide - 1980.

The minimum approval criteria for a Foodservice Cluster program are set forth in this document. The instructional content is outlined in terms of program descriptions, areas for training, program goals, course/content goals and sample performance objectives. Course titles and descriptions are also included.

The section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Please note that time is illustrated in terms of credits. Content is illustrated by course titles for the instructional level(s) to recognize that students from different grades may enroll in one or more levels of a program.

Program Description

Foodservice is the broad term that refers to work in establishments that prepare food for consumption away from home. This includes restaurants of all kinds; coffee shops, carry out operations and catering services. Also, included are preparation facilities for hotels, motels, clubs, and institutional foodservices for: hospitals, military, retirement homes, and schools, as well as transportation services; i.e., airlines, steamships and railroads.

Areas for Training

Short order cook
Restaurant cook
Kitchen helper
Waiter/waitress
Host/hostess

Program Goals

Students will be able to:

- Apply human relations and communications skills when working with employers, other employees and the public.
- Apply sanitation and safety practices standard for the foodservice industry.
- Apply food preparation and serving techniques.
- Apply foodservice management skills.
- Understand requirements for entry-level employment in the foodservice industry or further training.
- Apply concepts and principles from mathematics, sciences and communications appropriate to foodservice occupations.
- Apply basic leadership skills.
- Apply entrepreneurship skills in the foodservice cluster.

Course/Content Goals

HUMAN RELATIONS AND COMMUNICATIONS SKILLS

Students will:

Know what the foodservice industry has to offer, as well as current employment opportunities including entrepreneurship.

Know employment regulations, permits and benefits related to the foodservice industry.

Know job application procedures needed to obtain employment in foodservice industries.

Be able to apply acceptable work habits.

Be able to communicate with employers, other employees and the public.

Be able to define, spell and use standards foodservice terms.

Be able to explain to another person the steps involved in performing a given foodservice task.

SANITATION AND SAFETY PRACTICES

Students will be able to:

Apply sanitary personal habits.

Select proper attire and dress in a manner appropriate for safe working conditions.

Use safe techniques in performing foodservice tasks.

Maintain a clean and sanitary work station.

Handle dishes, food and beverage in a sanitary manner.

Identify, use and care for tools and equipment.

Identify, use and care for knives.

Handle and store foods at proper temperatures for effective bacteria control.

Select appropriate detergents and sanitizers.

Prepare dishes for machine or hand washing.

Wash and sanitize dishes by hand according to Oregon State Health Division approved methods.

Operate three standard commercial dishwashing machines.

Describe the difference between food poisoning and food-borne illness.

Name three food-borne illnesses, their causes and preventive procedures.

Select and use fire extinguishers appropriate for each of the following types of fire: grease, trash, chemical and electrical.

Demonstrate the Red Cross approved technique to aid victims of choking, and obtain a Red Cross multimedia first aid card.

Define employee rights and responsibilities according to the Occupational Safety and Health Act (OSHA).

Obtain a food handler's card.

FOOD PREPARATION TECHNIQUES

Students will be able to:

Read, intepret and convert standardized recipes.

Weight and measure ingredients according to a recipe.

Select and use seasoning.

Select and prepare fruit.

Select and prepare vegetables.

Select and prepare salads and salad dressings.

Prepare and use garnishes.

Select, cook with and store dairy products.

Prepare basic stock from beef, veal, poultry, fish and vegetables.

Use all standard thickening agents.

Prepare the five basic sauces and three variations of each.

Prepare broth, cream, puree and chowder soups.

Bake, roast, broil, steam and fry foods.

Select and store meats properly.

Identify meat cuts and United States Department of Agriculture (USDA) grades.

Prepare meats using appropriate dry, moist or combination techniques.

Select, prepare and store poultry.

Select, prepare and store fish and seafood.

Slice and carve meats and poultry.

Prepare and serve hot and cold sandwiches.

Bread food products.

Prepare basic breads, rolls, cakes and pastries.

Prepare basic desserts.

Portion food.

Prepare nonalcoholic beverages.

Select and prepare starch dishes.

SERVING TECHNIQUES

Students will be able to:

Schedule reservations.

Assign stations to servers.

Set up individual covers and complete tables.

Inspect dining room set-up, serving stations and equipment.

Welcome and seat customers in a courteous and efficient manner.

Make suggestions to customers and answer questions regarding food and service.

Answer questions regarding the community and surrounding areas.

Take a customer's order.

Observe and check the quality and appearance of food and beverages served.

Serve food and beverage in a courteous and efficient manner.

Prepare and portion food usually served at the front of the house.

Complete assigned sidework.

Resolve customer concerns.

Accurately tally guest checks with and without using an adding machine.

Accurately process charge card payments.

Operate a cash register.

Make change accurately.

Bus tables.

Prepare and submit a cash report at the end of the shift.

Determine and pay out all charged tips to appropriate personnel.

Keep records and prepare reports necessary for operation of the control system

Order dining room supplies.

MANAGEMENT SKILLS

Students will be able to:

Purchase, receive, store and issue food and supplies.

Plan menus which are enticing to the public, as well as efficient to prepare and profitable.

Determine the per person cost and service price of a given menu item, as well as a complete meal.

BASIC SKILLS

Students will be able to:

Apply basic math concepts and principles as related to foodservice operations.

Apply computer applications as related to foodservice operations.

Apply scientific principles in food handling and preparation.

Demonstrate acceptable communication skills while working with employers, employees and general public (customers).

Demonstrate leadership skill development.

Sample Performance Objectives

The student will be able to identify three types of foodservice establishments in the local community and secure an application for employment from one employer.

The student will demonstrate proper table setting with 100 percent accuracy.

From a tray of cutlery the student will select three knives and demonstrate proper use, handling and care.

From a foodservice vocabulary list the student will be able to spell with 85 percent accuracy.

The student will prepare eggs/egg dishes by three methods that meet acceptable quality.

Course Titles and Descriptions

FOODSERVICE I (1 Credit):

Employment in the Foodservice Industry
Students study training needed for various jobs in the foodservice cluster, as well as opportunities available for placement and advancement.

Sanitation and Safety in the Foodservice Industry
Sanitation and safety practices for the foodservice industry are explored: causes and prevention of food spoilage, foodborne illness and food poisoning, accidents, and safe and sanitary work habits.

Fundamentals of Preparing Food for the Public

This sequence provides basic food preparation techniques. Cooking techniques and procedures, selection and use of utensils and equipment, safe and sanitary work habits are emphasized. Items prepared include: beverages, fruits, vegetables, salads, soups, sandwiches and basic desserts. Terminology is stressed.

FOODSERVICE II (1 Credit):

Cleaning: Use and Care of Equipment

The use and cleaning of all major kitchen equipment, including long-term kitchen maintenance.

Employment in the Foodservice Industry

Training for entry-level employment, emphasizing personal habits, attitudes toward work and human relations.

Fundamentals of Preparing Food for the Public

A continuation of Fundamentals of Preparing Food for the Public (Foodservice I); students learn to prepare quick breads, yeast breads, cheese dishes, egg dishes, soups and sauces according to methods and quantities used in commercial foodservice establishments.

FOODSERVICE III (1 Credit):

Serving Food to the Public

A unit on serving the public: hosting, serving and bussing.

Fundamentals of Preparing Food for the Public

Review of all previous preparation skills; practice preparing and serving meals. Meat, fish and poultry included; quality control, work efficiency and time management are stressed.

Menu Planning and Cost Control

Topics include basic principles of menu planning, production scheduling and cost control in preparation of food for the public.

Food Purchasing and Storage

This unit emphasizes food purchasing policies and procedures, storage facilities, procedures and controls.

FOODSERVICE IV (1 Credit):

This course emphasizes on-the-job experience--community/classroom assignments, school foodservice duties, work experience, etc. One hour a week should be devoted to discussing work concerns, job application techniques, interviews, resumes, rights and responsibilities.

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Minimum Foodservice Vocational Cluster Approval Criteria

In addition to specific cluster criteria, state-approved vocational programs shall meet the criteria for approval of all secondary vocational education instruction as listed in the Handbook of Policies and Procedures for Vocational Education Instruction in Oregon Secondary Schools, 1985.

Criteria outline:

- 2 credits (130 hours per credit) offered:
  - 2 credits within a maximum of one year.
- Instructional time blocks of sufficient duration for skill development to meet industry standards.
- Program goals, course goals and instructional content which reflect those in the state cluster brief.
- Provision for occupational cooperative work experience.
- Vocationally certified teacher.
- An active, representative occupational advisory committee.
- Home Economics Related Occupations (HERO) vocational student organization as an integral part of the instructional program.

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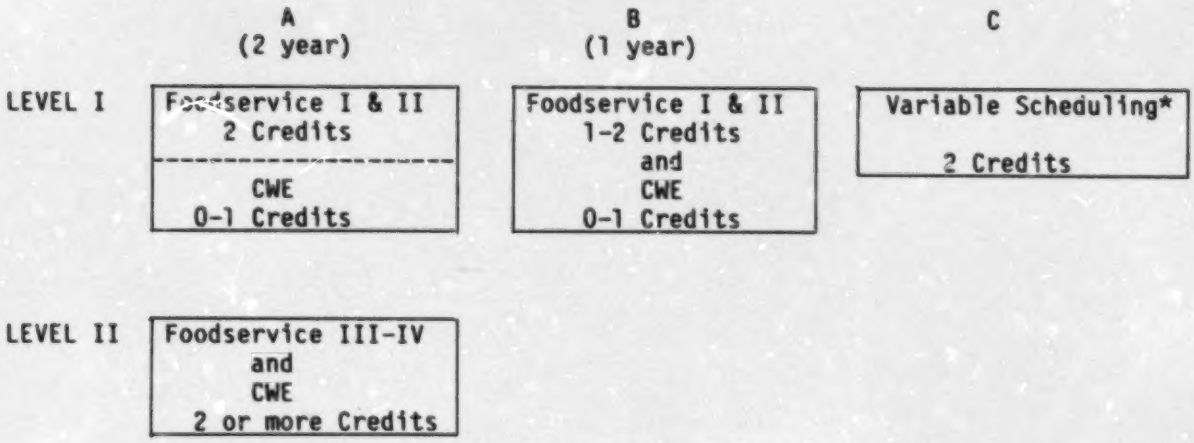
Organizational Options

There are many acceptable options for delivery of instructional content while assuring that a quality program is provided. Schools have the opportunity to schedule classroom and laboratory activities to accommodate students and to facilitate learning. Delivery options include after school, weekends, summer school or alternate days.

ORGANIZATIONAL OPTIONS



*Combination of class time and CWE.

If you need technical assistance, call the Occupational Program Specialist at the Department of Education. The specialist's name and phone number appear on the first page of this document.

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